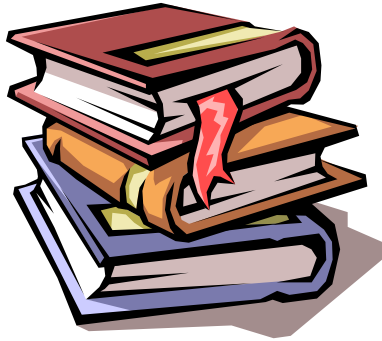


No Child Left Behind Act of 2001
Title II Part A Subpart 3

Eligible Partnership Subgrants



Request for Proposals **2003-04 and 2004-05 Awards**

Deadline for Applications: December 15, 2004

Idaho State Board of Education

**No Child Left Behind Act of 2001
Title II Part A Subpart 3**

Eligible Partnership Subgrants

Request for Proposals 2003-04 and 2004-05 Awards

RFP SPECIFICATIONS

A. BACKGROUND

Federal Legislation. The No Child Left Behind Act of 2001 (NCLB) became law January 8, 2002. The Act substantially revises the Elementary and Secondary Education Act of 1965 (ESEA) in a manner designed to provide all of America's school children with the opportunity and means to achieve academic success. It embodies four key principles of President Bush's education reform plan:

1. accountability for results;
2. expanded state and local flexibility and reduced "red tape;"
3. expanded choices for parents; and
4. focusing resources on proven educational methods, particularly in reading instruction.

The Act provides officials and educators at the school, district, and state level flexibility to plan/implement school programs that will help close the achievement gap between disadvantaged and minority students and their peers. At the same time, the reauthorized Act holds school officials accountable to parents, students, and the public for achieving results. The full text of this law is linked on the web: <http://www.ed.gov/policy/elsec/leg/esea02/index.html>.

Purpose of Grant NCLB authorizes the funding of higher education partnerships in each state through Title II, Part A, Subpart 3 – Subgrants to Eligible Partnerships (EP). The purpose of Title II, Part A, is to increase the academic achievement of all students by helping schools and school districts improve teacher and principal quality and ensure that all teachers are highly qualified. Title II, Part A, provides support for K-12 teacher and principal recruitment, induction, and professional development support through K-16 partnerships. NCLB specifies that a partnership may use the funds for:

- professional development for teachers and principals in "core academic subjects" defined as:

English, reading, language arts	mathematics
science	foreign languages
civics, government	economics
arts	history, geography

- assistance to local education agencies in providing specific kinds of professional development for teachers, paraprofessionals or principals that will improve teaching and learning (e.g., standards and assessment alignment, pedagogy, training).
- leadership skills for principals.

B. HIGH-NEED LEAs

An important requirement of the NCLB programs is a focus on high-need local school districts (LEAs). The State Board of Education (SBOE) is required to use the following federal guidelines to determine high-need districts in Idaho for the purpose of determining eligibility for Title II, Part A funding:

1. districts

a. that serve no fewer than 10,000 children from families with incomes below the poverty line; or

b. for which no fewer than 20% of children in the area served by the LEA are from families with incomes below the poverty line; and

2. districts for which there is

a. a high percentage of teachers not teaching in the academic subjects or grade levels the teachers were trained to teach, or

b. a high percentage of teachers with emergency, provisional, or temporary certification or licensing. [NCLB, Section 2102(3)]

The SBOE has developed a high-need LEA list, working with the State Department of Education Bureau of Teacher Certification to determine the percentage of teachers with non-standard licenses in high-poverty schools. (Attachment A.)

C. SCIENTIFICALLY-BASED RESEARCH DEFINITION

NCLB requires grant-funded activities to be based upon a review of scientifically based research. The following is a synopsis of the definition of “scientifically-based research” as stated in NCLB, Section 9101(37):

Research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs.

Includes research that: employs systematic, empirical methods, involves rigorous data analysis; relies on measurements that provide reliable and valid data; is evaluated using experimental designs; can be replicated; and has been accepted by a peer-review journal.

D. GENERAL FUNDING CRITERIA AND ELIGIBILITY

1. All accredited Idaho colleges and universities that are approved by the Professional Standards Commission to prepare licensed educators are eligible to apply for Education Partnership (EP) grants and may submit any number of proposals.
2. An eligible EP grant partnership must include:
 - a. A state institution of higher education or an independent (private) institution of higher education and the division of the institution that prepares teachers and/or school principals; the division of arts and sciences, AND a high need school and/or district identified as such by the SBOE.
 - b. An eligible partnership may also include another school or district, a public charter school, an education service agency, a non-profit cultural organization, another institution of higher education, a school/department of arts and sciences within such an institution, the division of such an institution that prepares teachers and principals, an entity carrying out a pre-kindergarten program, a teacher organization, or a business.
3. Projects must avoid “one-shot” training approaches and instead provide intensive training programs with appropriate follow-through provisions. Training programs of fewer than 10 days are not likely to be funded.

Follow-up component(s) that encourage teachers (or principals) to continually apply new knowledge and skills in the classroom are required. Examples of follow-up components include: teacher assignments during the school year; visiting other teachers’ classrooms and hosting teacher visits; working with educator teams on special projects (e.g., curriculum development); projects with business and industry, Internet networking; etc.

Projects funded through this program should take into account findings from a 1991 SRI International study; i.e., professional development activities are most effective when they:

- are related to long-term improvement goals;
 - are of sufficient intensity to allow for integration into understanding and implementation;
 - are related to classroom assignments;
 - include professional teams (rather than individuals) that can work with each other over time;
 - have follow-up activities or reinforcement activities or both;
 - have the administrative and policy support of the school or local education agency.
4. Funds made available through the EP Program may be used only to supplement, not supplant, funds from non-federal sources.

5. Priority will be given to projects, which propose to serve the professional development needs of teachers or principals from low performing, high need schools.
6. Projects should incorporate equity strategies to assist teachers, administrators, and other school staff in using practices that will provide all of their K-12 students regardless of population grouping or individual learning styles or needs with the opportunity to achieve excellence.
7. Grantees must demonstrate the capacity to meet the accounting and reporting components required of the EP program, to include submission of cost reimbursement invoices on a regular basis (monthly or quarterly), and completion of abstracts, evaluation reports, final financial report, and final written reports, in a timely manner.
8. NCLB states that no single participant in an eligible partnership may use more than 50% of the grant funds made available to the partnership. The term “use of funds” applies to the cost of running or administering the grant program.

E. PERFORMANCE STANDARDS, MEASURES, INDICATORS

The following set of standards and performance measures will be used to evaluate successful performance for 2003-04 and 2004-05 Idaho EP higher education projects as a group (all projects considered together), for reporting purposes to the federal NCLB program. Individual projects are not required to meet all of these standards. Projects should select which of the standards they will meet, and indicate these in the proposal.

Individual projects supported by EP funds will be required to submit a Performance Standard Report at the conclusion of the project (or annually for multi-year projects), providing evidence of which of these performance standards were met by the project and providing documentation of the relevant performance measures.

Standard 1: Professional development activities provided by Idaho EP projects serve teachers and principals in Idaho’s highest need schools and districts.

Performance Measures:

1. Projects serving schools or LEAs provide evidence of efforts and progress in serving teachers and principals in school buildings, which meet Idaho’s highest, need classification.

Standard 2: Professional development activities provided by EP projects are responsive to the teaching and learning needs identified in school and/or district professional development plans.

Performance Measures:

1. Projects provide evidence of alignment with school and/or district professional development plans if they have them in place, through articulated service agreements such as Memoranda of Agreement, that specify:
 - a. How the professional development provided addresses school and/or district needs identified in the professional development plan(s); and

- b. How the effectiveness of the professional development provided by the project will be evaluated, and project activities revised, to meet the continuing needs identified by the school/district professional development plan(s).

Standard 3: Professional development activities provided by EP projects assist high-need schools, districts and/or regions in building capacity for school renewal by developing principal collegiality and expertise to improve the teaching and learning environment, particularly providing mentoring and induction assistance for beginning principals.

Performance Measures:

1. Projects provide evidence that a specified percent of total participant contact hours are accounted for by teams of teachers/ principals in school buildings preparing to implement new or strengthened induction and mentoring programs for beginning principals and administrator interns.
2. Projects provide evidence that at least 75% of participants report that, as a result of project activities, they expect to implement project learning in their mentor and induction activities with beginning principals and administrator interns.
3. Projects provide evidence that participants in professional development have opportunities to participate in collegial networking activities.

Standard 4: All EP professional development activities provide significant opportunities for active learning.

Performance Measures:

1. Projects demonstrate support, directly or through articulated agreements, of active learning activities such as: a) peer observation and feedback of participant teaching; b) practice under simulated conditions with feedback; c) informal meetings with other participants to discuss classroom implementation; d) sharing/reviewing student work; e) scoring/analyzing assessments; f) planning, developing and peer reviewing curricula or lesson plans; g) opportunity to present, demonstrate, or lead discussions with peer participants; h) analyzing teaching and learning needs using disaggregated student achievement data.

Standard 5: All EP professional development activities incorporate equity strategies to assist teachers, administrators, and other school staff in using practices that will provide all of their K-12 students regardless of population grouping or individual learning styles or needs with the opportunity to achieve excellence.

Performance Measures:

1. All EP projects provide evidence that project activities address equity issues in teaching and learning.

Standard 6: Professional development content activities provided by EP projects utilize the Idaho content Standards in the appropriate content area(s).

Performance Measures:

1. All projects providing subject area content offerings can demonstrate explicit connections between these professional development activities and the Idaho achievement standards.

Standard 7: Professional development activities provided by EP projects support the development and growth of learning communities that involve prospective, novice and experienced teachers, administrators, and higher education faculty in collaborative interactions focused on improving student achievement.

Performance Measures:

1. Professional development is embedded in everyday school life, providing opportunities for teachers and administrators to meet, observe, and study with each other around student learning needs.
2. Less experienced educators are linked with more experienced educators in providing classroom instruction or school leadership in high-need schools and districts.
3. Higher education faculties are supported through release time to work in school buildings.
4. In-service educators assist in teacher/principal preparation by serving as higher education faculty in delivering coursework, and formally participating in the design of teacher/administrator preparation curricula.

Standard 8: EP projects can demonstrate that the teacher and/or administrator preparation programs participating with the project exhibit the attributes of effective professional development, and effectively prepare teachers or principals for placement and retention in Idaho high-need districts.

Performance Measures:

1. Required teacher/administrator preparation coursework provides substantial opportunities for active learning, e.g., a) peer observation and feedback; b) practice under simulated conditions with feedback; c) formal meetings with other participants to discuss classroom/school implementation; d) sharing/reviewing student work; scoring/analyzing assessments; 3) planning, developing, and peer reviewing curricula or lesson plans; f) presenting, demonstrating, or leading discussions with peer participants; and g) analyzing teaching and learning needs using disaggregated student achievement data.
2. Required teacher/administrator preparation coursework incorporates explicit equity strategies that assist prospective teachers and administrators in using practices that will provide all their K-12 students, regardless of population grouping, with the opportunity to achieve excellence.
3. Teacher preparation coursework provides content-specific pedagogy that explicitly addresses the Idaho performance-based content standards in the appropriate content area(s).
4. The Teacher preparation curriculum provides extended and supported classroom placements in high-need schools prior to and including student teaching.

Standard 9: All EP professional development projects will provide academic content teachers with strategies and skills to assist English language learners (ELL) to meet the same challenging academic achievement standards as all students.

Performance measure:

1. Projects will provide evidence that students in the classrooms of the teachers who receive professional development instruction to aid ELL students show improved academic performance on the Idaho Student Achievement Test (ISAT)

F. AMOUNT OF FUNDING

The amount of grant funds available for all competitive grants in 2003-04 is \$345,640, which must be spent by September 30, 2005. An additional \$345,555 is available for 2004-05, which must be spent by September 30, 2006. Multi-year projects (up to three years in duration) will be permissible, although the availability of grant funds will be contingent on future funding of NCLB by congress.

It is expected that no project will receive a grant award that does not meet a minimum 85% average score through the competitive review process. It should be noted that additional consideration in the review process will be given to partnership projects which will impact teachers and/or principals in low-performing, high-need schools; partnerships proposed in geographic locations underrepresented by the proposals submitted; projects that propose to work with a significant number of high-need LEAs (see Section I); and partnerships which submit a budget with a 3% or lower indirect cost rate.

G. USE OF FUNDS

EP funds may be used for personnel and instructional costs such as staff/teacher and faculty release time or summer contracts, master teachers who serve a number of teachers in a defined region with one-to-one professional development assistance; in-state travel cost (out-of-state travel is not generally covered except in circumstances such as attendance at needed professional conferences); preparation and duplication of materials; workshop training-related costs; and related supplies. Funds for equipment purchases will not be covered except in unusual circumstances and only where the project's success directly hinges on the purchase of such equipment. No single participant in an eligible partnership may use more than 50% of the grant funds made available to the partnership.

H. REVIEW PROCESS

Proposals will be read by a review team composed of SBOE staff and readers selected from the following categories: higher education faculty and administrators, teacher licensing board staff, and K-12 teachers and administrators. Proposals will be reviewed according to the following criteria:

Category	Criteria	Point
Priorities and Performance Standards	Extent to which the project addresses the EP priorities, including the EP performance standards and relevant measures/indicators.	35
Strength of Eligible Partnership	Extent to which the project has been planned and will be implemented with the full cooperation of the applicant higher education institution, high need school/district(s), and other schools/organizations in an eligible partnership.	35
Adequate Timeline	Project activities show evidence they can provide the conditions that will lead to the anticipated outcomes and can be accomplished within the stated time frame.	15
Key Personnel	The qualifications and responsibilities of the key project personnel, including the capability to effectively manage the project, are appropriate for the project.	15
Total Available Points		100

Special Criteria:

Low Performing Schools	Additional consideration will be given to partnership projects, which will impact teachers, and/or principals in low performing high need schools.
Geographic Location	Additional consideration will be given to partnerships proposed in geographic locations underrepresented by proposals.
High need LEAs	Additional consideration will be given to partnerships, which propose to work with a significant number of high-need LEAs
English language Proficiency	Additional consideration will be given to partnerships, which address programs for training teachers to include English language learners in the regular classroom

J. STATEMENT OF ASSURANCES

Applicants will be required to sign a Statement of Assurances for the receipt of federal funds. The Statement, not required to be signed at the time of the proposal submission, is attached for information purposes (Attachment B).

K. COORDINATION WITH HIGHER EDUCATION ACT OF 1965

The NCLB requires that an eligible partnership that receives these grant funds as well as a grant under section 203 of the Higher Education Act of 1965 shall coordinate activities carried out under both grants. If your institution or any of your partners is a recipient of the above-mentioned grant, you are required to provide a statement of assurance that activities carried out under both programs will be coordinated.

II. APPLICATION INSTRUCTIONS

A. DUE DATE

The dead line for receipt of proposals under the Higher Education Competitive Grant Program is Wednesday, December 15, 2004. Proposals must be received by the Office of the State Board of Education by 5:00 p.m. on that date.

B. ORGANIZATION AND FORMAT

1. Complete the RFP Proposal Cover Page (Attachment C). The RFP Cover Page must be signed by the chief executive official for the institution (this is typically the president, provost/vice president of academic affairs, or research office head).
2. Describe in no more than ten pages how you propose to address the project priority areas following the work specifications. Include the following sections in this order:
 - A. Project objectives.
 - B. Key activities proposed.
 - C. Scientifically-based research related to approaches/strategies.
 - D. Projected timeline for project activities.
 - E. Which performance standards you will be addressing and how you propose to measure them.
 - F. Who the key personnel for the project will be and examples of relevant, successful involvement in these types of activities.
3. Provide a list of your required eligible partners including your own institution and include Memorandums of Understanding with each partner. Description of your organization, agency, and/or consortia in greater detail may be submitted as well.
4. Complete the Budget Form including information required on the form (Attachment D). Provide an assurance on the Budget Form that no single participant in an eligible partnership will use more than 50% of the grant funds made available to the partnership. In the case of multiple year funding proposals, submit additional copies of the form for the additional years.
5. Submit five copies of the completed proposal (1 original signature, 4 copies).

C. AWARD NOTIFICATION

Awards under the EP program will be announced in writing to the institutions selected for funding as well as to unsuccessful applicants by January 10, 2005.

D. QUESTIONS

Questions concerning higher education proposals should be referred to Allison McClintick at the Office of the state Board of Education amcclintick@osbe.state.id.us 208-332-1579

Attachment A 2000 Census Poverty Data—IDAHO

Name of Local Educational Agency (LEA)	Percent Poverty	% Teachers teaching out of field
DIETRICH SCHOOL DISTRICT 314	39.61%	50%
WEST JEFFERSON SCHOOL DISTRICT 253	30.18%	7%
WILDER SCHOOL DISTRICT 133	29.10%	20%
SOUTH LEMHI SCHOOL DISTRICT 292	28.49%	6.3%
MIDVALE SCHOOL DISTRICT 433	27.69%	7%
GLENNS FERRY JOINT SCHOOL DISTRICT 1	25.14%	2.4%
WEST SIDE SCHOOL DISTRICT 202	23.97%	7%
CLARK COUNTY SCHOOL DISTRICT 161	23.38%	5.4%
CALDWELL SCHOOL DISTRICT 132	22.62%	5.3%
CAMBRIDGE JOINT SCHOOL DISTRICT 432	22.55%	38.4%
GOODING JOINT SCHOOL DISTRICT 231	22.47%	8%
AVERY SCHOOL DISTRICT 394	22.22%	0%
BRUNEAU-GRAND VIEW JOINT SCHOOL DIST 365	21.78%	9%
HANSEN SCHOOL DISTRICT 415	21.35%	5.6%
HOMEDALE JOINT SCHOOL DISTRICT 370	21.30%	3.9%
GRANGEVILLE JOINT SCHOOL DISTRICT 24	20.57%	7.9%
CASTLEFORD SCHOOL DISTRICT 417	20.24%	8%
AMERICAN FALLS JOINT SCHOOL DISTRICT	20.15%	2%
BUTTE COUNTY JOINT SCHOOL DISTRICT 111	19.87%	10.4%
BLACKFOOT SCHOOL DISTRICT 55	19.78%	5.5%
BOUNDARY COUNTY SCHOOL DISTRICT 101	19.58%	7.3%

School staffing information can be found in the 02-03 School District Profile report published by the State Department of Education at the following web address:

[http://www.sde.state.id.us/finance/profiles99-00/default.asp#Region%201%20\(12%20Districts\)](http://www.sde.state.id.us/finance/profiles99-00/default.asp#Region%201%20(12%20Districts))

Information regarding teachers teaching out of field was obtained from the State Department of Education report Alternative Certification Numbers 2003-2004 Year End.

Eleven of Idaho's high need districts (at least 20% poverty) also have more than six percent (6%) of teachers teaching out of field. A twelfth district just under the cut off also has more than six percent (6%) of its teachers teaching out of field.

The applicant assures and certifies compliance with the regulations, policies, guidelines, and requirements as they relate to the acceptance and use of federal funds for this federally funded program. Also, the applicant assures that:

1. Funds derived from title II, Part A, the Teacher and Principal quality training and Recruiting Fund Program, will be used only for the purposes for which they are granted.
2. The applicant will comply with Title VI of the Civil Rights Act of 1964 and all regulations issued by the Department of Education, pursuant to the chapter, to the end that no person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant received federal financial assistance.
3. The applicant will comply with title IX of the Education Amendments of 1972 (P.L. 92-318) and all regulations issued by the Department of Education, pursuant to the title, to the end that no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity administered or authorized by the State Board of Education or State Board of Higher Education.
4. The applicant will comply Executive Order 2004-05, Fair Employment Practices, issued by the Governor of the State of Idaho, to the end that no person in Idaho shall, on the basis of age, handicap, national origin, race, marital status, religion, or sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity administered or authorized by the State Board of Education.
5. The applicant will comply with the Family Educational Rights and Privacy Act of 1974 (Buckley Amendment-Public Law 930-380) and all regulations issued by the Department of Education, pursuant to this Act.
6. The applicant will use funds only to supplement and, to the extent practicable, increase the level of funds from non-Federal sources that would, in the absence of funds made available for the purposes of the project, and may not use funds made available under this part to supplant funds from non-Federal sources.
7. Federal funds made available for the proposed program will ensure the equitable participation of private elementary and secondary school teachers in the purposes and benefits of the EP Program.
8. The applicant will make such reports to the Idaho State Board of Education, in such form and containing such information, as may be reasonably necessary to enable the Board to perform its duties under this title, and will keep such records and afford such access thereto as the state education agency may find necessary to assure the correctness and verification of such reports.

Signature of Chief Executive Officer _____

Date _____

Attachment C**RFP COVER PAGE**

Applicant Organization (lead institution in the eligible partnership):

Address:

Project Director (Contact Person)

Title:

Telephone:

Fax:

E-mail:

Title of Project:

Brief Description of Project:

Total Grant Funds Requested: \$_____

Length of Project: _____ (months)

Number of Participants: _____ (Teachers)

(Principals)

Other

This proposal complies with all policies/regulations and carries the full endorsement of this institution of higher education.

Chief Executive Official (signature)

Title

Date

Attachment D

EP BUDGET FORM

	Partner 1 Lead Institution	Partner 2	Partner 3	Partner 4*
1. Salaries & Wages				
2. Employee Benefits				
3. In-State Travel				
4. Materials & Supplies				
5. Other				
Total RFP Funds Requested				
Cost Sharing by Local Education Agencies (School Districts)				
Identify any cost sharing by other groups in the partnership				

**Add additional columns per partner*

☐ Check here for assurance that no single participant in the eligible partnership will use more than 50% of the grant funds made available to the partnership.

The applicant assures and certifies compliance with the regulations, policies, guidelines, and requirements as they relate to the acceptance and use of federal funds for this federally funded program. Also, the applicant assures that:

1. Funds derived from title II, Part A, the Teacher and Principal quality training and Recruiting Fund Program, will be used only for the purposes for which they are granted.
2. The applicant will comply with Title VI of the Civil Rights Act of 1964 and all regulations issued by the Department of Education, pursuant to the chapter, to the end that no person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant received federal financial assistance.
3. The applicant will comply with title IX of the Education Amendments of 1972 (P.L. 92-318) and all regulations issued by the Department of Education, pursuant to the title, to the end that no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity administered or authorized by the State Board of Education or State Board of Higher Education.
4. The applicant will comply Executive Order 2004-05, Fair Employment Practices, issued by the Governor of the State of Idaho, to the end that no person in Idaho shall, on the basis of age, handicap, national origin, race, marital status, religion, or sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity administered or authorized by the State Board of Education.
5. The applicant will comply with the Family Educational Rights and Privacy Act of 1974 (Buckley Amendment-Public Law 930-380) and all regulations issued by the Department of Education, pursuant to this Act.
6. The applicant will use funds only to supplement and, to the extent practicable, increase the level of funds from non-Federal sources that would, in the absence of funds made available for the purposes of the project, and may not use funds made available under this part to supplant funds from non-Federal sources.
7. Federal funds made available for the proposed program will ensure the equitable participation of private elementary and secondary school teachers in the purposes and benefits of the EP Program.
8. The applicant will make such reports to the Idaho State Board of Education, in such form and containing such information, as may be reasonably necessary to enable the Board to perform its duties under this title, and will keep such records and afford such access thereto as the state education agency may find necessary to assure the correctness and verification of such reports.

Signature of Chief Executive Officer _____

Date _____